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AUTHOR Epstein, Joyce L.
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ABSTRACT

A survey of teachers, parents, and school administrators concerning the types of parent involvement in the schools and classrooms revealed five major forms of parent participation: providing for their children's basic child-rearing needs and school-related requirements for supplies and space to work; school-home communication; involvement at school, primarily by assisting with teaching, supervision, administrative tasks, parent organizations, fund raising, community relations, and political awareness; involvement in home learning activities; and involvement in governance and advocacy activities. Each category represents a number of types of involvement, and for each type, the special needs of limited-English-proficient (LEP) parents and their children must be considered. It is the responsibility of the parents to participate, and of the schools to make the appropriate connections with LEP parents. The school's efforts should be designed to help parents understand the school's practices and the children's opportunities, and to help the school understand the families' cultures, strengths, and goals. (MSE)

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PARENT-INVOLVEMENT: IMPLICATIONS FOR LIMITED-ENGLISH-PROFICIENT PARENTS[1]

Joyce L. Epstein

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PARENT-INVOLVEMENT: IMPLICATIONS FOR LIMITED-ENGLISH-PROFICIENT PARENTS[1]

Joyce L. Epstein
The Johns Hopkins University
Center for Social Organization of Schools

Researchers, practitioners, and policy makers have begun to note the importance of parent involvement as a component of effective schools. The acknowledgements of the importance of parent involvement are based on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities. The evidence is clear that students gain in personal and academic development if their families emphasize schooling, let the children know they do, and do so continually over the school years. However, not all families currently become involved in school-related activities or show interest in their children's school work. And, not all schools actively encourage and direct parent involvement.

Although everyone says parent involvement is important, there is little agreement on what schools should do about it. There are many types of parent involvement, and it is unclear how each type contributes to school effectiveness. There are many real problems associated with parent involvement, and solving them takes time and perseverance. Efforts have begun in research and in practice that should help parents, teachers, and social scientists study and understand the potential of parent involvement for improving the quality of education for students.

Over the past few years we have been studying teachers' techniques for involving parents in their children's education. We conducted a survey of 3,700 first, third, and fifth grade teachers and their principals in 600 schools in 16 school districts in Maryland. From the original sample, we interviewed in depth 82 teachers who varied in their use of parent involvement, surveyed over 1,200 parents of the children in these teachers' classrooms for their experiences with, and reactions to parent involvement, and obtained information on achievements and behaviors of over 2,100 students in the 82 classrooms. The data link a teacher's particular practices to the parents and the children in the teacher's classroom. These connections are required to study effects of different teaching practices on parents and students.

The principals, teachers, parents, and students also provided information on other types of parent involvement that occurred in their schools and classrooms. From these data and from a review of the literature we have identified five important types of parent involvement that differ in terms of their location, target group, and content and purpose of the involvement. And, we have looked in depth at a promising direction for improving teachers' practices of parent involvement in learning activities at home. A review of the major types of parent involvement follows with some interesting results from our research. I

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[1]This presentation is taken in part, from J. Epstein, "Parent Involvement: What Research Says to Administrators," in Education in Urban Society (in press), and from J. Epstein, "Parent Involvement," Encyclopedia of School Administration and Supervision (in press). Implications for limited-English-proficient parents have been added for this presentation.

would like you to think of how these different types of parent involvement can be adjusted to accommodate and assist limited-English-proficient parents. We will also discuss some ideas of how the research contributes to discussions of improving programs for students and parents with limited English proficiency.

1. BASIC OBLIGATIONS OF PARENTS

The most basic involvement of parents is providing for their children's needs for food, clothing, shelter, health, and safety. Parents perform the early child rearing obligations that prepare children for school and continue their responsibilities through childhood and adolescence. Once the children are in school, parents provide school supplies, and space and time for school work at home.

Most parents provide for their children's school-related requirements, including school supplies and space to work. Over 97% of the parents in a recent survey reported that their children had the school supplies they need, and over 90% said the children had a regular place where they could do homework. Administrators and teachers often remind or advise parents of their responsibilities to prepare their children for school. Lists and litanies are offered to parents to make sure the children do their homework, get enough sleep and eat enough breakfast to be alert in school, bring their books and supplies, and so on. The early Push-Excel and other programs develop contracts, pledges, or "ten commandments" to help parents arrange family life and set rules or practices to help students succeed as students. Because parents vary in their experiences and skills, some schools take active roles in helping parents understand and build positive home conditions for their children's school learning and behavior. Schools offer publications, materials, workshops and other programs to parents on parenting, child and adolescent development, nutrition, discipline, attendance, homework, TV viewing, violence and vandalism, the use of community resources and services, and other topics on home conditions and practices that contribute to student success in school.

2. SCHOOL TO HOME COMMUNICATIONS

The school has an obligation to inform parents about school programs and their children's progress, and parents are expected to act on the information they receive from the school. All schools send home memos, report cards, calendars of the school year, and notices of special events.

School administrators and teachers can vary the form, frequency, and likely results of information sent from the school to the home. They can influence whether the information can be read and understood by all parents, whether parents are alerted to check frequently with their child for memos and messages from the school, whether parents can work with the school staff to revise or improve school programs and policies, and, most importantly, whether parents can work with the school administration and teachers if their children's attendance, grades, conduct, and course work are not satisfactory. Teachers can be encouraged to phone parents who cannot read well, or to send notes through the mail to parents whose children are unreliable couriers.

Surprisingly large numbers of parents are excluded from some of the most common, traditional communications from the school. In our survey, over one-

third of the parents had no conference with the teacher during the year. Almost two-thirds never talked with a teacher by phone. Although most teachers (over 95%) reported that they communicate with parents of their students, most parents are not involved in deep, detailed, or frequent communications with teachers about their child's program or progress.

Administrators and teachers can work with parents to support and to improve policies to inform parents, students, teachers, and others in the community about the school. Schools can schedule conferences at times convenient for all parents, including working and non-working mothers. Administrators can use their contacts and influence in the community service organizations (e.g., the Rotary, Lion's, or other associations) to encourage businesses to provide parents with released time, flex-time, or other special time allocations for a morning or afternoon visit to school. Administrators and teachers can create conditions for more equitable and more substantive communications by teachers with all parents.

3. PARENT INVOLVEMENT AT SCHOOL

A third common type of parent involvement is parent assistance at the school. This is what many educators and parents think of as "parent involvement." It may include assisting teachers in the classroom, on class trips or at class parties; assisting administrators and teachers in the cafeteria, library, playground, computer lab, or other areas that require adult supervision; assisting the parent organization and school administration with fund raising, community relations, and political awareness. In most schools these kinds of activities are conducted by relatively few parents who can come to the school during the school day. Over 70% of the parents in our study were never involved in any activities assisting the teacher or staff at the school. Only about 4% (that is, about one or two parents per classroom) were highly active at school for 25 days or more per year. Although over 40% of the teachers had some parental assistance in the classroom several days a month, this assistance was provided by only a few parents. Over 40% of the mothers in our sample worked full-time and 18% worked part-time, limiting their ability to become involved at the school building during the school day.

Analyses of the data suggested that having some parents at the school positively influenced teachers to use other types of parent involvement. Volunteers at the school are evidence to teachers that parents are willing to work with them to improve the school and its programs, and evidence to parents that the school is open to them.

Administrators and teachers may be able to extend the number of parents active at school by encouraging all parents to volunteer in some way, and not just the small cliques of parents who are already motivated. For example, early each year, every school could survey parents to learn if and how they want to help at school or at home. This would provide an annual account of parental resources available to teachers.

Parents are also involved at the school as audiences for student performances, assemblies, demonstrations, and sports events. These are infrequent events that involve a minimal commitment of time from parents, but may be used by schools as occasions to conduct other meetings or provide information to parents. Parents also may come to the school as students for workshops, education and training sessions. And, they can be invited to visit the school on one of their

vacation days or business holidays to observe in the classroom, talk with the child's teacher, or help at school.

The research indicates that most parents believe involvement is important, but relatively few can assist at the school.

4. PARENT INVOLVEMENT IN LEARNING ACTIVITIES AT HOME

A fourth type of parent involvement is parental assistance with learning activities at home. These activities may be coordinated and directed by the teacher, or initiated by parents with or without the knowledge of the teacher. Our research was designed to address the question: What happens and who benefits when teachers take the leadership to engage all parents--not just those who know how to help on their own--in learning activities at home with their children? This type of parent involvement refers to the teacher's requests and instructions to parents to assist at home with learning activities that are directly related to and coordinated with the children's class work. We studied fourteen techniques, including asking parents to read to the child or listen to the child read, conduct discussions, play informal learning games, tutor the child in specific skills, sign contracts to assure that certain assignments are completed, and observe teachers to learn how to teach the child at home.

I would like to raise four questions that people often ask about this most difficult type of parent involvement--difficult because it takes more time, coordination, and leadership by the teacher than the other types of parent involvement.

What techniques do teachers use most?

Teachers reported widespread use of three techniques that stress reading and books: having parents read to the child or listen to the child read; asking parents to take their child to the library; and loaning books and teaching materials to parents for use with children at home. Other practices (discussions, informal learning activities, contracts, and parent observations) were less frequently used by teachers, and were less often as effective and satisfying techniques.

What techniques do principals support?

Some principals actively supported teachers' practices of parent involvement in learning activities at home. Like teachers, they emphasized reading activities.

Principal leadership was particularly important for the teacher's development of workshops for parents. Conducting workshops for parents often involves the use of school resources. Teachers may be required to obtain their principals' assistance in obtaining rooms, materials, equipment, secretarial help, or custodial services. Or, teachers may respond to principals' encouragement to plan and conduct workshops. The teachers who conducted several workshops for parents over the school year were more likely to request parental help with learning activities at home. A link, then exists between the investment of the teachers' and administrators' time in conducting workshops and the ensuing use of parents as partners in their children's education at home.

Administrators can design, direct, and support policies and practices that affirm parents' roles as partners with teachers in their children's education, and support teachers' initiatives for using parents as resources for improving students' skills.

What learning activities do parents become involved in at home?

Although only some parents can be active at the school building, almost all parents are involved with their children at home. More than 85% of the parents spent 15 minutes or more helping their child at home when they were asked to do so by the teacher. The parents said that they could spend more time (over 40 minutes on the average) if they were told how to help. Most parents (over 90%) became involved at least once in a while with homework activities with their children, but fewer than 25% received frequent and systematic requests and directions from teachers to assist children with specific skills.

What are the effects of teacher practices of parent involvement?

Effects on parents. Parents who received frequent requests from teachers to become involved in their children's learning activities at home:

recognized that the teacher worked hard to interest parents in the instructional program;

received most of their ideas for home involvement from the teachers;

felt that they should help their children at home;

understood more this year than in previous years about what their child was being taught in school.

Parents rated these teachers higher in overall teaching ability and interpersonal skills. Teachers who used parent involvement frequently rated parents higher in helpfulness and follow-through with learning activities at home, including parents with more or less education and single and married parents.

Effects on students. Although teachers and administrators believe that parent involvement is important, few are willing to invest the time needed for organizing practices and programs unless the activities will benefit the students' skills or attitudes.

We studied a small sample of urban elementary school students from whom fall and spring achievement test scores were available to see if students whose teachers emphasized parent involvement gained more in reading and math achievement than did students in other teachers' classrooms. With important characteristics statistically controlled, students whose teachers frequently used parent involvement made greater gains than other students in reading achievement from fall to the spring of their school year. We did not find the same pattern of effects for math achievement. Gains in math tended to be explained by other school and family factors.

Fifth grade students were surveyed from their reactions to teacher practices of parent involvement and their parents' help at home. Students whose teachers and parents used frequent parent involvement reported more positive attitudes toward school, more regular homework habits, more similarity between the school

and their family, more familiarity between the teacher and their parents, and did more homework on weekends.

From all of the sources of information in our survey, a story begins to build: principals actively support parent involvement, especially reading activities; teachers request more parent involvement on reading activities at home; parents conduct more learning activities in reading than in other subjects, and the students' achievement in reading is improved. These results suggest the importance of subject-specific connections between types of parent involvement and student learning in that subject. If principals exercise leadership, if teachers request and assist parents to help students in particular subjects, then the students' mastery skills in those subjects should improve.

Many parents help their children with or without instructions from teachers, and many more would benefit from directions from the teacher on how to help with skills needed for the child's success and progress in school.

5. PARENT INVOLVEMENT IN GOVERNANCE AND ADVOCACY

A fifth type of parent involvement includes parents in decision-making and activities roles in governance and advocacy groups.

Governance. Parents participate in PTA/PTO or other organizations, formal and informal school committees, Advisory Councils or other groups at the school, district, or state levels. The parent representatives are advocates for children; participate in school improvement plans; help formulate or revise school policies, program priorities, curricula, budgets; help select new principals, teachers or staff; or participate in other school-related activities as mandated by federally- or state-funded programs, or local practice. These decision-making bodies are part of the official structure, under the leadership of school, district, or state administrators.

Advocacy. Independent advocacy groups, unions, or clearinghouses are typically initiated and supported by parents whose children attend public schools, and others in the community who are interested in maintaining and improving the quality of schools. These groups provide both groups with information about schools, education decisions, and local, district, state, and/or national issues that affect education. Independent advocacy organizations may analyze district, state or federal budgets; offer workshops and courses, and study and report on school goals or classroom practices. They may work to increase funding, influence legislation, or serve as "watch dogs" to assure school fairness and to prevent discrimination in desegregation and integration policies, special education, bilingual education, and other policies and practices. The key character of advocacy groups is their independence from the schools, with members able to speak and work without approval from school officials. They are, however, often involved in cooperative efforts with schools for school improvement.

The results of our research point out several issues that must be considered to build successful parent involvement programs to improve our schools.

One important issue is the need for schools to maintain parent involvement across the grades through high school. Grade level was the most important influence on teachers' uses of parent involvement at school or at home. Teachers

of first grade students made more frequent use of parent involvement in learning activities at home than did teachers of third or fifth grade students. Teachers of fifth graders had fewer parents assisting in their classroom. Parents reported receiving fewer ideas from teachers in the upper elementary grades, and believed that the teachers of their older children did not want parents to help at home. Parents felt less capable of helping their older children in reading and math activities at home, although most wanted directions about how to help.

There is a dramatic decline of parent involvement practices by teachers and participation by parents in learning activities from grades 1 to 5. And this trend worsens in the secondary grades. Some parents continue on their own to assist and advise their children at home on learning activities throughout the high school years. Almost all parents remain interested in their children's schooling and success, and would like information and instructions from the schools about how to help their children.

A second issue is the need for schools to understand and work with all types of families. Families are changing. More children come to school from one-parent homes than ever before. About 24% of the elementary school children in our sample lived in one-parent homes. This is close to the national average, and the percent nearly doubles for black students in urban school districts. Single parents reported spending more minutes helping their child at home than did married parents, but they still felt that they did not have enough time to do all that the teacher expected. Married parents spent more time than did single parents helping teachers at school. Single and married parents were equally interested in helping and willing to help their children on learning activities at home.

Families differ. Children have better- or less-educated parents. In the survey we found that some teachers had worked out successful practices to use home learning activities with parents who had a college education, high school, or less than a high school diploma. Other teachers did not know how to involve less-educated parents, and claimed that the parents lacked the ability or willingness to help. The contrasts are significant: teachers who had organized the frequent use of parent involvement were able to get good results from all parents -- not just those who are traditionally thought to be helpful to teachers and to children.

Administrators and teachers must learn how to interact with differently structured families, one- and two-parent homes, mothers who work and unemployed parents, well-educated and poorly-educated parents, teenaged or young parents, non-English speaking or limited-English-proficient parents, and other types of families. Regardless of their family arrangements or characteristics, almost all parents care about their children's progress in school and want to know how to assist their children. We must consider how more families, even all families, can be informed and productively involved in their children's education.

A third issue is the need to use research results to improve practice. Based on our research, we are working with teachers and administrators to develop and evaluate a process called Teachers Involve Parents in Schoolwork (TIPS) to assist teachers who want to increase parent involvement in math and science learning activities at home. There are four essential components in the TIPS process: clear goals, appropriate materials, transactional two-way communications, and evaluations.

These components require teachers and administrators to: 1) identify the main goal for parent involvement, and outline a hierarchy of goals to guide the development over several years of a comprehensive program for parent involvement, including all types of parent involvement; 2) clarify how the materials selected or designed to be used in learning activities at home match the specific, stated goals for parent involvement, and are appropriate for the students' skills and parents' understanding; 3) require and build into the materials a two-way communication process so that parents can contact the teacher or other staff with questions, suggestions, or reactions; 4) include follow-up and evaluation activities to determine the strengths and weaknesses of the parent involvement program.

The TIPS process has been designed with prototypic math and science activities in the elementary grades, but the components can be generalized to other subjects and other types of involvement as administrators and teachers design or adapt parent involvement programs.

Let us return briefly to each type of parent involvement to begin to think of the implications of each type for the needs of limited-English-proficient families.

The first type of parent involvement referred to the basic obligations of parents to provide home conditions that support the children's schooling. The second type referred to the basic obligations of schools to communicate with parents. As schools and communities work to assist parents with limited English skills, the teachers and administrators will need to communicate in the parents' language of proficiency about the supplies children need, suggested study habits, changes in child and adolescent development, school programs and policies, and many other topics. Similarly, major publications, materials, and notices from the school may need to be translated for parents to assure their full understanding, and workshops for parents and parent teacher conferences may require that translators are available to assist parents to understand the information and communicate as an equal with their children's teachers.

Bilingual volunteers, other parents, or paid aides or staff can form an important communication network to translate information to parents. The LEP parents may become part of the group of translators as they improve their own English skills. These networks and services require strong support and coordination by the schools. Where there are large populations of LEP students and families, financial support from the school district will be required. But even where there are few LEP parents, some services to assist communications will be needed to develop family-school contacts that support student progress.

The third type of parent involvement referred to parents assisting at the school building. Although many parents cannot come to the school, many others do not come because they do not feel welcome or are not invited. LEP parents must be able to let the school know if and how they could assist teachers, administrators or students at school on tasks that need additional adult supervision. To do this, the school must conduct a survey or series of phone calls seeking volunteers in the parents' language of proficiency. And, once the parent comes to the school as a volunteer, there must be a bilingual parent, other volunteer, or school staff member who can welcome, direct, and instruct the parent about the needed activities without creating feelings of discomfort or inadequacy. Again this requires a coordinated network of translators who can integrate the LEP parent into the life of the school.

The fourth type of parent involvement referred to parent involvement with their own children at home on learning activities designed by the school to boost students' progress. For LEP parents, directions are needed in the parents' language of proficiency to describe how they can assist reading, math, science or other skills by monitoring, talking with the child, asking questions, giving encouragement, listening to the child's answers, signing homework, and so on. There are many helpful learning activities that parents can conduct to keep their children motivated and improving in school. For example, the TIPS math and science activities that we are developing could be sent home in paired copies -- in the language the parent reads and in English so that the parent can understand the work the child is doing, and so that the student can complete the work in the language of school instruction.

The fifth type of parent involvement referred to memberships in governance and advocacy groups. Bilingual programs often request or require parents to serve on advisory councils. But, it is not enough to involve a few fully bilingual parents in limited governance roles. It is necessary to involve all parents in their own children's education. Community advocacy groups of bilingual and LEP parents can work independently of schools and in cooperation with schools to assure fair treatment of LEP children and their families. These groups can assist parents to understand their children's school program and practices, prepare parents to communicate with teachers and administrators, provide information on the implications of school decisions for their children's futures, and so on. Bilingual advocacy groups can monitor school district programs and budgets for bilingual programs and for services to parents.

Involving LEP parents in their children's education suggests three requirements from school districts: awareness of English proficiency among parents of the students; commitment to solving the problems of involving all parents, including developing comprehensive programs of all types of parent involvement; and action to extend opportunities for all or most parents to become involved in one or more types of parent involvement, especially in ways that will assist the daily success of their own children in school.

These requests to districts are based on both logical and legal connections between parent involvement and student success. The logical connections refer to results of research on bilingual education and parent involvement. The research suggests, for example, that students do better in reading English if the teaching of reading is preceded by oral training. Parents could be of great assistance to teachers in this pre-reading phase, as well as in later reading activities if teachers provide information in the parents' language of proficiency about how they can help their children. Other research suggests that students have greater difficulty learning English in the early phases, before they master speaking, reading, and writing skills and before they become fully bilingual. Parents could provide needed emotional support during difficult learning periods If teachers were able to communicate to them specific ways to boost student self-esteem and maintain student motivation--two natural skills of most parents if they have the information they need from the schools.

The legal connections refer to needed extentions and reinterpretations of the historic Lau vs. Nichols decision to go beyond concerns for children to give attention to parents and to the connections between families and schools. It is only a modest proposal, I think, to change the words of the Lau decision to reflect the results of research on parent involvement to state: "Where the inability of parents of school children to speak and understand the English language

excludes the children from effective participation in the education program, the school district must take affirmative steps to open its instructional program to these parents and their children."

The research on parent involvement suggests that the language barriers between parents and the school, just as between the child and school, impede the equal participation of the children because the parents cannot effectively monitor student work and progress, raise questions or concerns with teachers, or assist their children as knowledgeable partners with the school. The needs of children, then, include having their parents understand school programs and contact and work confidently with the school in the interest of the child. School districts have not typically taken this affirmative action, although there are some exceptional districts that have made great strides in assisting and involving limited-English-speaking parents.

SUMMARY

Parent involvement and, specifically, the involvement of LEP parents are not simple issues. There are numerous types of involvement in each of the five basic categories we have identified, and for each type, special needs of LEP parents and their children must be considered. But, for all types it is not only the responsibility of the parents to help their children succeed in school, but also the responsibility of the school to make the appropriate connections with LEP parents. These connections should help parents understand the schools' practices and their children's opportunities, and should help the schools understand the families' cultures, strengths, and goals. Parents are an inevitable, inescapable, and important part of children's school life, and they want assistance from the school about how to help their children succeed at all grade levels. Most districts and schools have been dealing with issues of bilingual education of students without giving adequate attention to the connections that must be made between schools and families. We are only beginning to understand which types, formats, frequencies, and locations of parent involvement lead to specific student, parent, and teacher achievements, attitudes, and behaviors. We clearly need new research on school practices with families to determine whether and how parent involvement increases their children's success in school. The success of the children is more likely if their parents are informed and involved. This involvement must be direct and encouraged by the schools. School and family connections may, in the long term, be a powerful force for assuring the full membership of new immigrant children in American society.

This symposium is convened to ask the question: Que pueden hacer los padres¿ What can parents do? Simultaneously we should also ask the too-often forgotten question: Que pueden hacer las escuelas¿ What can the schools do? Parent involvement requires leadership from the schools to include all families effectively.

LIST OF REPORTS ON TEACHER PRACTICES OF PARENT INVOLVEMENT

I. Teachers' Practices of Parent Involvement

Parent Involvement: A Survey of Teacher Practices.
Henry Jay Becker and Joyce L. Epstein.
Elementary School Journal, November, 1982, 83, 85-102.
(P-11 Reprint $ .90)

Influences on Teachers' Use of Parent Involvement.
Henry Jay Becker and Joyce L. Epstein.
Report 324, The Johns Hopkins University, Center for Social Organization of Schools, 1982. (P-12 Report $2.05)

Teacher Practices of Parent Involvement: Problems and Possibilities.
Joyce L. Epstein and Henry Jay Becker.
Elementary School Journal, November, 1982, 83, 103-113.
(P-13 Reprint $ .55)

II. Students' Reactions to Parent Involvement

Student Reactions to Teacher Practices of Parent Involvement.
Joyce L. Epstein.
Paper presented at the annual meeting of the American Education Research Association, 1982. (P-21 Report $1.05)

Effects of Parent Involvement on Change in Student Achievement in Reading and Math.
Joyce L. Epstein.
Paper presented at the annual meeting of the American Education Research Association, 1984. (P-22 Report $ .90)

III. Parents' Reactions to Parent Involvement

Parents' Reactions to Teacher Practices of Parent Involvement.
Joyce L. Epstein.
Elementary School Journal, January, 1986, 86, 277-294.
(P-31 Reprint $ .90)

School Policy and Parent Involvement: Research Results.
Joyce L. Epstein.
Educational Horizons, Winter, 1984, 62, 70-72. (P-32 Reprint $ .15)

Single Parents and The Schools: The Effect of Marital Status on Parent and Teacher Evaluations.
Joyce L. Epstein.
Report 353 The Johns Hopkins University, Center for Social Organization of Schools, 1984. (P-33 Report $3.00)

IV. Other Issues Related to Parent Involvement

Homework Practices, Achievements, and Behaviors of Elementary School Students.
Joyce L. Epstein.
Paper presented at the annual meeting of the American Sociological Association, 1985. (P-41 Report $1.20)

A Question of Merit: Principals' and Parents' Evaluations of Teachers.
Joyce L. Epstein.
Educational Researcher, 1985, 14, (7), 3-10. (P-42 Reprint $ .40)

Home and School Connections in Schools of the Future: Implications of Research on Parent Involvement.
Joyce L. Epstein.
Peabody Journal of Education, 1985, 62, 18-41. (P-43 Reprint $ .60)

Parent-Teacher Conferences
Joyce L. Epstein.
Article to appear in Encyclopedia of School Administration and Supervision, in press. (P-44 Report $ .30)

V. Summaries of Research on Parent Involvement

Testimony before the Prevention Strategies Task Force of the Select Subcommittee on Children, Youth, and Families.
Joyce L. Epstein.
In Improving American Education: Roles for Parents, June 7, 1984, Washington: Government Printing Office. (P-51 Reprint $ .40)

When School and Family Partnerships Work: Implications for Changing the Role of Teachers.
Joyce L. Epstein.
Paper presented at the annual meeting of the American Educational Research Association, 1985. (P-52 Report $ .60)

Parent Involvement: What Research Says to Administrators.
Joyce L. Epstein.
Education in Urban Society, in press. (P-53 Report $1.20)

Parent Involvement (Five types of parent involvement programs)
Joyce L. Epstein.
Article to appear in Encyclopedia of School Administration and Supervision, in press. (P-54 Report $ .55)

VI. Research and Development: Processes and Prototypic Activities

(For teachers' evaluations and cooperative research studies.)

Tying Research to Practice. TIPS: Teachers Involve Parents in Schoolwork.
Joyce L. Epstein.
Paper Presented at the annual meeting of the American Educational Research Association, 1985. (P-61 Report $1.80)

Teachers' Manual: Teachers Involve Parents in Schoolwork
Joyce L. Epstein
Manual for introducing the TIPS process and building parent involvement programs. (P-62 Report $3.65)

TIPS Process and Activities in Math, Grades 1 - 4.
TIPS Process and Activities in Science, Grades 2 - 5.
(Available on request from author.)

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